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## NEW BOOKS.

**Modern Junior Mathematics.** By MARIE GUGLE. New York: The Gregg Publishing Co. Books I and II. \$2.00.

Dr. Charles W. Eliot, in a recent address on the subject "Defects in American Education Revealed by the War," said:

"Arithmetic, algebra and geometry should be taught together from beginning to end, each subject illustrating and illuminating the other two. . . . It should also be the incessant effort of the teacher to relate every lesson to something in the life of the child so that he may see the useful applications of the lesson and how it concerns him."

This text was written with these vital principles always in mind. "Modern Junior Mathematics" is a three-book series planned to give the pupil who does not go to high school and college a working knowledge of mathematics.

This way provides for the teaching, in the first six grades, of the fundamental processes of arithmetic which everyone needs to know in life as well as in school. In grades seven, eight, and nine follows the combination, "junior mathematics," which links on to the elementary arithmetic. It extends the arithmetic to common business practice and simple accounts. It gives the mensuration of common things in one's surroundings. This observational geometry more naturally links on to arithmetic than does algebra. Through the geometry, the need of algebraic symbols arises and they are given a real meaning that was impossible in the old order.

A mathematics course arranged on this basis gives the pupil an insight into the various branches of mathematics, enables them to decide on their future course, and lays the foundation for optional courses in the senior high school. Some of the leading features are:

Instead of being told, the pupil is led by skillful questions to discover facts and relations for himself and to draw his own conclusions.

The elements of bookkeeping are given in Book One, including the use of the cashbook, ledger, sales book, purchase book, trial balance, and profit and loss statement.

The study of mensuration begins with the cube and oblong block with which the pupils are familiar. From these come the square and the rectangle. Diagonals in the latter give triangles, which lead to a study of angles and lines. This is the reverse of that order given in other texts on observational geometry, which usually follow the traditional order of formal, abstract geometry, beginning with lines and angles, and ending with the mensuration of the rectangle.

Algebraic symbols are introduced naturally through the formulas of mensuration and through rectangular drawings with unmeasured lines.

The seventh grade pupil wants something new. Book One opens with the graph, which is not only new but intensely interesting. Graphs are not given in an isolated chapter to be taught or not as the teacher wishes, but they are used throughout to illuminate the different phases of the subject.

The problems are real; therefore they appeal strongly to children.

Actual business practices are taught, as reading interest from tables, etc.

The abundance of comparison and design appeals to children for they are primarily "doers" at this age.

The habit of thrift is developed by planning budgets and keeping accounts.

Speed and accuracy in computation with small numbers are emphasized.

Useful short cuts are given.

Definitions are introduced only as needed.

*The series is adapted for use in either the 8-4 or the 6-3-3 plan of organization.*

**General Mathematics.** By RALEIGH SCHORLING and WILLIAM DAVID REEVE. Boston: Ginn and Company. Pp. xv + 488. \$1.48.

The authors of this text have made a consistent effort to organize a first course in mathematics, such that it will meet the general needs of one who goes no further with the subject, and at the same time will serve as a good foundation for more advanced study.

The book includes algebra through the quadratic equation; geometry, particularly construction and measurement; trigonometric measurement by right triangles; logarithms, and use of the slide rule.

It omits much of the unnecessary complications of algebra, and presents the entire subject in an interesting, as well as accurate, way.

**Examination Exercises in Algebra.** By IRVING O. SCOTT. Boston: Allyn and Bacon. Pp. xii + 276. \$1.60.

This excellent collection of examination questions has been compiled from nearly five hundred examination papers, sent by over seventy colleges located all over the United States.

The questions are well arranged and indexed, and should prove a great help to teachers,—although they, of course, contain a large share of the complications that are gradually being eliminated.

**The Book of the Damned.** By CHARLES FORT. New York: Boni and Liveright. Pp. 298. \$1.90 net.

By damned the author here means excluded, and the fundamental theory of the book is that modern science is exclusionist and intolerantly orthodox, so that it refuses to admit the reality of many important scientific phenomena, or failing that, it contents itself with thoroughly inadequate explanations which evade the issue and miss the point.